

DIRECTIONS AND DEFINITIONS FOR the 2009 Arizona Arts Education Census

Statement of Purpose

For the first time, the Arizona Department of Education (ADE) is undertaking a school by school census to find out how arts education is delivered to Arizona students. We hope to use the information you will provide to help us:

- a) Identify best practices in the delivery of arts education in Arizona so we can share those practices with you and your colleagues around the state.
- b) Identify areas where students aren't able to access the arts and target those areas for additional assistance and support, including financial support when possible.

Several partners have joined in this endeavor to illuminate arts education practices in our state, including the Arizona Community Foundation, the Arizona Commission on the Arts, Northern Arizona University, Arizona State University and the University of Arizona. This survey is based on a successful census model created for New Jersey by Music for All/Arts Education Research Project (<http://artsednj.org/index.asp>).

Thank you, in advance, for taking the time to share your school's information with us. Please feel free to elicit the assistance of your art, music, dance and theatre teachers to help you with the survey. If at any time you have questions regarding the survey, or your next steps, please contact Lynn Tuttle at 602-364-1534 or Rolanda Bell at 602-364-1997.

General Instructions

1. You have been sent a PDF of the survey itself along with this document. Print and review the directions and the census form. Use the print version of the survey to gather your information. Gather all the requested information. This document with directions and definitions is resource. Some questions will be answered differently depending upon your schools grade level. It is recommended that the visual and performing arts staff be engaged in the process of information gathering. Your district level arts coordinator and business administrator may also be good sources of information.
2. A link to the online version of the census form will be sent to you within the week. Follow the emailed instructions, entering the school information provided in the message.
3. Data entry can only occur over one session. It is suggested that all the information be gathered before logging on fill in the survey.
4. Completed forms are due to ADE **by Friday, April 10, 2009**. A confirmation email will be sent within a week of submission of the census form.

5. Save your notes used to complete the data entry for your records. This will aid in any follow-up that may be needed for data verification and clean up.
6. If you have questions or need assistance, please contact Lynn Tuttle at 602-364-1534 or Rolanda Bell at 602-364-1997.

Directions

Definitions for terms in *italics* are provided in the "Definitions" section.

SECTION 1: Quantitative Data

10. Visual and Performing Arts Courses

- a. The total number of classes offered in EACH arts area. Do not include non-arts courses that have an arts component. Count all classes that meet at least the equivalent of 36 days during the year (an average of once per week). Count each class and section of a class as a separate course. For example...
 - i. If there are four different 3rd grade classrooms that meet separately for art instruction or two high school choruses that meet at different times, count each as a separate course.
 - ii. A K-5 elementary school in which there are three classrooms per grade would have: $[(6 \text{ grade levels}) \times (3 \text{ classes per grade}) =] 18$ courses; if it also had two chorus classes and one band, the total would be 21 courses.
- b. The number of *classes taught* in a dedicated classroom designed for the arts area. Count only courses that use/used a dedicated room and are reported in Schedule 1A1.
 - i. Please note that the number of *classes* must be equal to or less than the number of *classes* reported in 1A1.
 - ii. You will identify the number of *dedicated classrooms* for each arts area in Section 2, Question 2A1.
- c. The total number of teachers (Full-Time Equivalent) who provide instruction in each arts area, whether elective or required, during 2008-2009 (This is a non-duplicated count. Decimals may be used).
 - i. Example - If there is 1 full time music teacher and 1 half-time music teacher, you would report 1.5 music teachers

11-18. Course Enrollment/Activity Offerings

- ii. Indicate in the left column next to each description the total enrollment for the 2008-2009 school year in all *classes* in your school that fit that description. In

the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* or *after-school programs* that fit the course/activity description.

- iii. Use the *General Dance*, *General Music*, *General Theatre*, and *General Art* categories for enrollments in broad courses and activities in which students learn elements of several of the specific course/activity descriptions. Most required elementary and middle school arts courses will belong in the General category.
- iv. For courses such as design and graphic/computer art that may also be taught by technology education staff, only count courses that are taught by art teachers and/or provide visual arts credits.
- v. If your school offers a course or activity that is not listed, report the course in the "Other" category under the appropriate arts area (dance, music, theatre or visual arts).

19. Delivery of Course Offerings

- i. Select a code to indicate the type of instructor by grade level and arts area.
- ii. If instruction in the arts field is offered at your school, but not in every grade, select "N" for the grades where instruction is not offered.
- iii. If more than one code applies, enter the appropriate code for the required course(s).

20. Time Provided for Visual and Performing Arts Instruction (for elementary schools only).

- i. Based on your response to Question 19, enter the total number of hours per year arts instruction received by all students at each grade level during the 2008-2009 school year. For example...
 - a) If all 5th grade students study music 60 minutes per week with a certified music teacher, and school meets for 36 weeks per year, then students receive 36 hours per year of instruction, so enter "36" in the music row under Grade 6.
 - b) If all 6th grade students receive 18 weeks (90 class sessions) of art instruction for 45 minutes per day, then the total is $[(90 \times 45)/60] = 67.5$ hours per year, so round up to "68" and enter that number in the music row under Grade 6.
 - c) If students receive some of their art or music from a certified Arts specialist and some from their classroom teacher, report a total that includes both.

21-24. Additional Enrollment Information/Other Offerings

- i. Use the check box in the first column to indicate whether the course is offered. Use the check box in the second column to indicate whether the course is offered for arts credit. Use the input field in the last column to indicate the number of students enrolled in the course.

25-27. Other Offerings

Here you may enter courses not listed in the census.

Section 2: FACILITIES AND RESOURCES

28. Dedicated Visual & Performing Arts Classrooms

- i. In the left column, enter the number of *dedicated classrooms* that are devoted to and appropriately *designed* for the teaching of the arts area. In the middle column, enter the number of classrooms dedicated for the arts area but designed for it. In the right column, count the number of classrooms that are designed and equipped for instruction in an arts area that are non-dedicated.
 - a) Dedicated Classroom (d) - While being a dedicated arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the arts area.
 - b) Non-dedicated classroom (nd) - A Non-dedicated classroom may be appropriately equipped for arts instruction but the primary function of the classroom is for non-arts instruction.
 - c) You will report the number of arts classes taught in *dedicated classrooms* above, in Section 1, Question A2.

29. Multi-Purpose Classrooms

- i. In the left column, enter the number of *equipped multi-purpose classrooms* that are devoted to the teaching of the arts area. In the right column, count the number of Multi-Purpose classrooms that are equipped for instruction in an arts area that are non-dedicated.
 - a) *Dedicated Multi-Purpose Classroom* (d) - While being a dedicated arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the arts area.

30-32. Use of Technology

- i. Indicate if you use technology to assist in the study and creation of the arts (i.e., MIDI keyboard labs, sequencers, digital drawing tablets, scanners, color printers, animation software programs, interactive distance exchange labs, etc). Select the appropriate answer for each art form.
- ii. If your answer is "yes," please indicate the number of workstations available for student use in each of the art forms. A workstation may be counted one time in EACH arts area if it serves multiple arts disciplines. Example:
 - a) The technology lab has a computer outfitted for music composition and graphic arts. This computer would be counted once for music and once for visual arts. Use the comment area (25) for each arts area to describe how technology is used.
 - b) Dance: Distance Learning/Interactive Exchange, Dance for the Camera
 - c) Music: Distance Learning/Interactive Exchange, Music Software, Keyboard Lab, Recording Equipment
 - d) Theater: Distance Learning/Interactive Exchange, Acting for the Camera
 - e) Visual Art: Distance Learning/Interactive Exchange, Graphic Design Software and Work Stations

33. School Funding

- i. The TOTAL amount budgeted for ALL four arts disciplines. DO NOT INCLUDE TEACHER SALARIES, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES.

34. Allocation by Arts Area

- i. Select the range of the amount budgeted EACH of the four disciplines listed.
- ii. This amount may be found in the curricular support budget line items at the school or district level. For example:
- iii. Instructional Supplies budget line is 1000-6600; Text books, instruments, sheet music may fall under capital outlay – Property- 6700. Most of this information is drawn from budget preparations. The district level arts coordinator and/or your business administrator may be of assistance in documenting this information.

35. Additional Funding

- i. If your school has received additional funding from other sources, please select the amount of arts education funding provided from non-school sources used for curricular programs or extra curricular activities **FOR THE CURRENT YEAR ONLY**.
- ii. This area would include funds from booster groups, the AZ educational tax credit or PTO for curricular programs.
- iii. **Example** – An elementary school PTO provided funds for the school to purchase a keyboard lab for use with the general music program.
- iv. **Example** – The school received a grant to provide an after school arts enrichment program.
- v. **Example** – The Music Booster Association provided funding for the concert band trip to compete in a music festival in Los Angeles.
- vi. **Example** – For “earned income,” select the “other” check box and list the activity in the dialog box.

36. Specific Sources – List the other sources of arts funding.

37. Arts Supervisor

- i. Indicate if your school has a Visual & Performing Arts Supervisor who is responsible for the implementation and evaluation of educational programs offered in the arts. A drop down menu will provide the following choices:
 - a) 1- Full Time Arts Supervisor,
 - b) 2 - Arts Supervisor with additional responsibilities for other subjects,
 - c) 3 - Part Time Arts Supervisor who also teaches,
 - d) 4 - District Level supervisor only,
 - e) 5 - No Arts Supervisor

38. Select the “yes” or “no” radio button to indicate this person is certified in one of the four arts disciplines (Dance, Music, Theatre or Visual Art).

Section 3: POLICIES

Questions 39, 40, 42 and 43 apply only to high school grade levels. For schools with only elementary and middle grade levels, please respond only to question 41

39. Grade Weighting

- i. Select "ALL" if your high school weights all Arts *courses* equally to other academic courses. Select "NONE" if your school uses a variable or tracked weighting system that awards fewer points for grades in arts courses than for grades in other academic courses.

40. Grade Weighting for Honors

- i. Select "ALL" if your high school weights Arts *courses* equally to other academic courses. Select "SOME" if your high school offers a varied selection of arts courses that receive the school's highest (i.e., honors or AP) grade weightings. Select "NONE" if your school uses a variable or tracked weighting system that awards fewer points for grades in arts courses than for grades in other academic courses.

41. Standards

- ii. Select from the drop down menu the year the arts education curriculum was aligned with the Arizona Academic Arts Standards and adopted by the local school board. Select "Not Adopted" if the curriculum has not been aligned and adopted.

42. Assessment

- i. Identify how student progress in the Visual and Performing Arts is assessed in your school. Check all that apply. Choices are:
 - f) District-developed and required assessments
 - g) Informal school-based assessments
 - h) No assessment

43. Graduation Requirements

- i. What are the local graduation requirements (credits) for the arts? Use options from the drop-down menu. Choices are:
 - i) Shared credit with Vocational Arts
 - j) Stand Alone 1 fine arts credit
 - k) Stand Alone 2 fine arts credit

SECTION 4: INSTRUCTIONAL SUPPORT AND PROFESSIONAL Development

44. Supplemental Visual and Performing Arts Instruction

- i. Many schools use other types of trained staff to supplement the instruction by certified art and music specialists mandated by state statutes and regulations. Indicate which, if any, of the three listed types of staff are used to supplement instruction in your school on a systematic basis over time in each arts area. Using the check boxes select all that apply for each area below.

- ii. Choices are:

- l) Curricular
- m) Co-Curricular
- n) Extra-Curricular
- o) None

45. Professional Development Activities

- i. In the past year, did your school/district offer any of the following professional development activities in the arts? Check all that apply.

46. Professional Development Incentives

- i. Please provide any incentives provided to teachers participating in professional development activities related to arts education.

SECTION 5: COMMUNITY RESOURCES

47. Artist-in-Residence Program: offerings

Check all that apply

48. Artist-in-Residency programs – contributions

Check all that apply

49. Artist-in-Residence Program – barriers

If your school has not participated in an artist in residency program, what are the barriers? Check all that apply

50. Partnerships between school and artists, arts companies, or cultural organizations.

- i. If you have ongoing partnerships with artists/arts companies or cultural organizations, please select "Yes"

If you answered "Yes" to question 50, please list the top three organizations in the space provided.

51. List partner organization 1

52. List partner organization 2

53. List partner organization 3

54. Student arts related trips

i. As part of a school-sponsored function, have students traveled outside the building for an exhibition, performance or event in any of these arts subject areas this school year?

ii. For each area, provide the number of events over this school year.

55. Reasons for not scheduling trips

a. If students have NOT traveled outside the building for an exhibition, performance or event, what have been the barriers? Check all that apply.

Section 6: COMMENTS

56. This area is for your to explain answers you gave in the survey and/or to give additional information to help us understand your arts education programs. This is optional.

Definitions

The Arizona Arts Education Census

Art: Same as Visual Arts (see definition below)

Artist-in-Residence: A visual, literary, or performing artist or folklorist — sometimes called “Artist-in-Education” — who works with the same group(s) of students over an extended period (multiple sessions over a period of weeks) to provide *instruction in the Arts area*, in collaboration with specialists or classroom teachers.

Arts Supervisor: An education professional holding a supervisory license, whose duties are to oversee the arts curriculum and arts staff in the school or district.

Course: A formal, curricular class. Typically courses are offered during the school day, and are guided by a written curriculum. Arts courses are usually graded in the same way as courses in other subjects, and at the high school level, offer credit toward graduation. At the elementary level, a course is one classroom that meets separately for study of an arts area, such as Mrs. Jones' 3rd grade class, regardless of how often it receives instruction. In contrast, see the definition of *Activity*.

Creative Writing: poetry, prose, playwriting.

Dance: An instructional program which helps students learn to create, perform and respond to dances from various historical periods and diverse cultures leading to deep understanding of dance as an aesthetically based art form and means of communication. Dance instruction may be provided across a variety of disciplines — including ballet, modern, jazz, world, or vernacular dance...and includes instruction in motor skills acquisition, choreography and dance production, dance history, aesthetics and criticism.

Dedicated Classroom: Among other features, dedicated rooms designed for visual arts instruction include sinks and storage space; dedicated theatre rooms provide control of lighting and set; dedicated music rooms offer acoustical treatment and storage; dedicated dance rooms include adequate “sprung” (flexible) floor space, mirrored walls, and music listening capability. While being a dedicated arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the arts area.

Extra Curricular Activity: An offering which, in contrast to a *course*, typically lacks a written curriculum, is un-graded, offers no credit toward graduation, and is offered outside the regular school day. To be reported, an activity should meet multiple times over a period of weeks.

General Dance/Music/Theatre/Visual Arts: A broad course for the general student in which students study a variety of aspects of the stated art form. At the elementary and middle school levels, this tends to be the course required of all students; at a high school, it may be an introductory course that is a prerequisite for other, more specialized courses.

Instruction in the arts area: Only count instruction that fosters learning in the arts discipline, and not instruction that uses the art form primarily to teach other subjects. Generally, instruction in an arts area should improve students' mastery of the understandings and skills outlined in the definition for that arts area (see *Dance, Music, Theatre/Drama, Video/Film, and Visual Arts*).

Media Arts-- audio, television, film, photography, computer art, and multi-media.

Music: An instructional program that helps students learn to create, perform, and respond to music from a variety of social, historical, political and global contexts leading to deeper appreciation/understanding of music as an art form and means of communication. Music performance studies include vocal and instrumental instruction. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures; and may include studies in music improvisation, arrangement, and composition.

Relevant Arts Training or Experience: Only count staff with substantial coursework or experience at the college or professional level. For college coursework to be considered substantial, it should include courses beyond the basic or introductory level.

Teacher Certified in Arts area: A teacher who holds current certification in dance, music, theatre (dramatic arts) or visual arts (art). For charter schools, this can be a teacher who is Highly Qualified to teach in the art area.

Theatre (Drama): An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage or screen from a variety of social, historical, and political contexts. Typically, this includes instruction in acting, vocal production and movement for the actor, scriptwriting, analysis and critique of dramatic literature, principles (and practice) of organizing and producing plays, and technical theatre.

Visual Arts: An instructional program which helps students learn to create and respond to fine arts from a variety of cultures and historical eras. Visual arts instructional programs include drawing, painting, print-making, sculpture, installation and environmental art that lead to the understanding of visual art as a means of personal expression or communication. Crafts serving utilitarian purposes such as ceramics, jewelry or fiber art may also be included among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts, provided they are aesthetically-based, aligned to the Arizona Academic Standards in the Arts, and applied as an independent means of artistic expression.